DOCUMENT RESUME

ED 371 480 EA 025 925

AUTHOR	Hess, G. Alfred, Jr., Ed.
TITLE	Empowering Teachers and Parents: School Restructuring through the Eyes of Anthropologists.
REPORT NO	ISBN-0-89789-276-3
PUB DATE	Jul 92
NOTE	272p.
AVAILABLE FROM	Bergin & Garvey, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881 (paperback: ISBN-0-89789-276-3, $18.95; hardcover: ISBN-0-89789-275-5, $49.95).
PUB TYPE	Books (010) -- Reports - Research/Technical (143) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Educational Anthropology; Educational Vouchers; Elementary Secondary Education; *Parent Participation; Participative Decision Making; Qualitative Research; School Based Management; School Choice; *School Restructuring; *Teacher Influence
IDENTIFIERS	*Empowerment

ABSTRACT

Elmore (1990) has presented two contrasting models of school restructuring, each with different views about who is empowered--teachers or parents. This book examines what happens when schools and school districts attempt to implement either of these models. Following the introduction, "Examining School Restructuring Efforts," by G. Alfred Hess, Jr., the first part contains the following six articles on empowering teachers: (1) "Work That Is Real: Why Teachers Should Be Empowered" (William Ayers); (2) "Rural Science and Mathematics Education: Empowerment through Self-Reflection and Expanding Curricular Alternatives" (Mary Jo McGee Brown); (3) "The Dangers of Assuming a Consensus for Change: Some Examples from the Coalition of Essential Schools" (Donna E. Muncey and Patrick J. McQuillan); (4) "Empowerment of Teachers in Dade County's School-Based Management Pilot" (Marjorie K. Hanson, Don R. Morris, and Robert A. Collins); (5) "Conflict in Restructuring the Principal-Teacher Relationship in Memphis" (Carol Plata Etheridge and Thomas W. Collins); and (6) "Rural Responses to Kentucky's Education Reform Act" (Pamela Coe and Patricia J. Kannapel). Part 2 presents the following studies of parent empowerment: (7) "The Case for Parent and Community Involvement" (Donald R. Moore); (8) "Who's Making What Decisions: Monitoring Authority Shifts in Chicago School Reform" (G. Alfred Hess, Jr. and John Q. Easton); and (9) "School Reform in East Harlem: Alternative Schools vs. 'Schools of Choice'" (Diane Harrington and Peter W. Cookson, Jr.). Part 3 contains the following articles that examine some of the ways in which anthropologists, as qualitative researchers, can conduct relevant policy research: (10) "The Role of Anthropologists in Restructuring Schools" (Thomas G. Carroll); (11) "Critical Friends in the Fray: An Experiment in Applying Critical Ethnography to School Restructuring" (John M. Watkins); and (12) "Through the Eyes of Anthropologists" (G. Alfred Hess, Jr.). A bibliography of 205 references and an index are included. (LMI)